

Warm Color Sunsets and Silhouettes

6th Grade- Period 1 & 2

Materials:

- 12 x 18 heavy white paper
- Black acrylic paint
- Pencils
- Brushes
- Power point
- Water colors
- Black paper
- Scissors

Learning Objectives:

By the end of the lesson students will be able to:

1. Distinguish the difference between warm and cool colors in various works of art and daily surroundings.
2. Apply their knowledge of warm colors and silhouettes to create a dynamic composition.
4. Mix and apply watercolors and acrylics with care using the proper size brushes and add silhouettes precisely.

Description of Lesson:

In this lesson students will review warm and cool colors and concentrate on creating a warm painting with watercolors. The concept of the silhouette will also be introduced and practiced. Students will look at various artists that use the silhouette and learn it's history. Students will practice color mixing and paint application. While creating their silhouettes they will be concentrating on their detail painting skills.

Anticipated Length of Lesson:

The lesson should take approximately five days, one for introduction and then three for working and the final day for critique. On the work days we will review before we get to work.

Sequence of Daily Lessons:

Day 1: Introduction

First we will review warm and cool colors from our previous lesson. We will look at the paintings we have looked at in the previous lesson and identify the foreground middle ground, background and horizon line. Then we will talk about the colors of a sunset and silhouettes. We will discuss the history of silhouettes and various artists who use it. Then I will introduce their project. Students will spend the remainder of the day using watercolors to create sunset paper.

Day 2: Work day

I will open the class with a review of warm colors and the definition of silhouettes. Students will complete their watercolor sunsets today and move into

using black paint to create silhouettes. Students may cut out pieces of black paper to cut out their silhouettes and arrange them properly.

Day 3: Work day

Review at the beginning of class over warm colors and silhouettes. Students will spend the rest of class working independently.

Day 4: Work day

Today students will continue to paint their silhouettes. They should be starting to use small brushes and putting in details.

Day 5: Critique

Students will finish working on their warm sunsets today. Half way through class we will clean up and have a critique, even if some of the pieces are not finished completely.

Art History Component

Warm Sunsets and Silhouettes PowerPoint

- *Starry Night* by Vincent van Gogh
- *Northeaster*, 1895 by Winslow Homer
- *Cliff walk at Pourville*, 1882 Claude Monet
- *San Giorgio Maggiore at Dusk* 1908 to 1912 Claude Monet
- Hans Christian Anderson's paper cutouts
- *Self-Imposed Misery* by Tim Noble & Sue Webster
- *Real Life Is Rubbish* Tim Noble & Sue Webster

National Standards and/or NH Curriculum Frameworks

- Curriculum Standard 1: Apply appropriate media, techniques, and processes.
- Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.
- Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.
- Curriculum Standard 4: Analyze the visual arts in relation to history and culture.
- Curriculum Standard 5: Analyze, interpret and evaluate their own and others' artwork
- Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life

Assessment:

The class will be assessed through observation and a rubric. A rubric will be used to assess individuals understanding and application of the learning objectives. The rubric will directly reflect the learning objectives. See attached rubric.

Vocabulary:

- Warm colors
- Cool colors
- Silhouette
- Profile
- Portrait

Teacher Made Example:



Student Examples:



Cullen



Mason



Shaunacci



